Common Core State Standards and PARCC Assessments: Shifting Conceptualizations of Content, Instruction, and Assessment

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Overview

Introductions

Expectations

The Common Core State Standards

Content Shifts

Instruction Shifts

Assessments Shifts

Common Core Initiative Mission

The Common Core State Standards –

- Provide a **consistent, clear** understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- Designed to be robust and **relevant to the real world**, reflecting the knowledge and skills that our young people need for success in college and careers.
- Position US students to **compete successfully** in the global economy.

Adapted from: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)

Important to Higher Education Faculty: Application of College-Ready Standards

- ***Colleges and universities want students to…***
  - **Conduct research and apply that research** to solve problems or address a particular issue
  - **Identify areas for research**, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions
  - **Apply skills and knowledge across the content areas** to solve real-world problems
  - **Model** real world situations and persevere in solving complex and novel problems

Important to Higher Education Faculty: Application of College-Ready Standards

- ***Standards ask students to…***
  - **Conduct** short, focused projects and longer term in-depth research
  - **Produce** clear and coherent writing whatever the selected format
  - **Communicate** research findings (speaking and listening skills) and mathematical thinking
  - **Model** quantitative problems with mathematics
  - **Persevere** in solving problems
  - **Reason** deeply about mathematics and mathematical situations
  - **Make** arguments and **critique** arguments of others

Introduction to Common Core State Standards

- The Common Core State Standards signify the need to change practice in at least three primary areas:
  - Content
  - Instruction
  - Assessment

- "These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step… It is time to recognize that standards are not just promises to our children, but promises we intend to keep."

The Common Core State Standards

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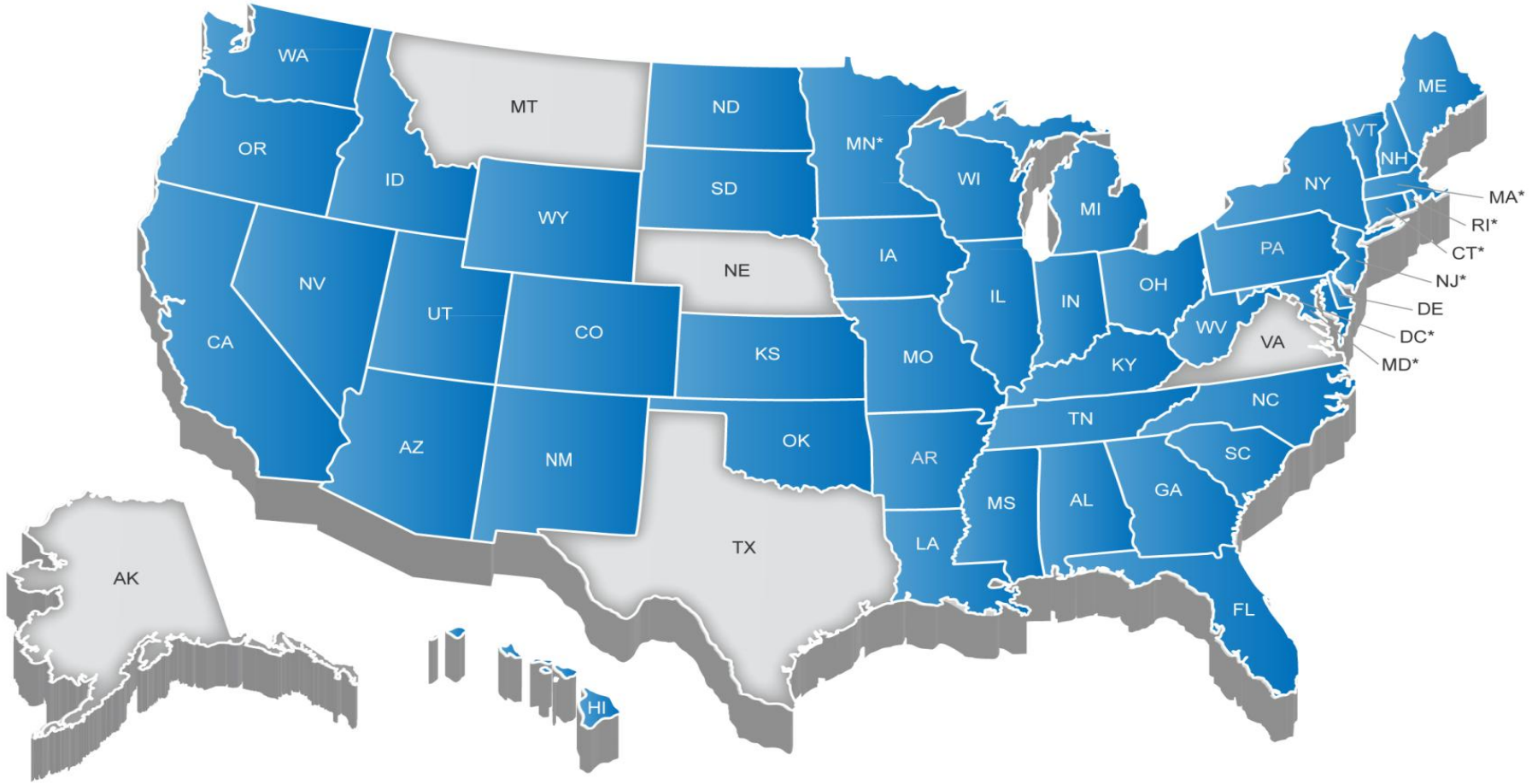
45 States + DC Have Adopted the Common Core State Standards



*Minnesota adopted the CCSS in ELA/literacy only

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Shift #1: Content Mathematics

Previous Sets of Standards	Common Core State Standards
Repetitive: little or no progression from grade to grade; Incoherent: "checklist" mentality; Unfocused: breadth over depth	Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades
Unbalanced: either procedure or concepts, but rarely both together	Procedural fluency and understanding of concepts and skills
Disconnected: Processes, applications and content are separate	Promote rigor through mathematical proficiencies (Math Practices) that foster reasoning and understanding across discipline

Shift #1: Content Mathematics

- Promoting reasoning with content, for example:

Which is closer to 1: 4/5 or 5/4?

If x doesn't equal y, and $x^2 - y^2 = 5(x - y)$ then what is x + y?

Shift #1: Content ELA/Literacy

Previous Sets of Standards	Common Core State Standards
Almost exclusive emphasis on literature	Balance of literature and informational texts; focus on text complexity
Almost exclusive emphasis on narrative writing	Emphasis on argument, informative/ explanatory writing, and research
Little or no mention of speaking and listening skills	Speaking and listening skills
Literacy belonge to the English teacher only	Literacy standards for history, science and technical subjects

Shift #1: Content ELA/Literacy

- **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (Common Core State Standards, p. 57).

- **Informational texts/literary nonfiction** include the subgenres of exposition, argument, and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (Common Core State Standards, p. 57).

Source: PARCC Model Content Frameworks in ELA/Literacy

Shift #1: Content

Specialty Group Work Time

refer to questions in agenda

Source:

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Shift #2: Instruction Mathematics

- Focus
  - Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom.
- Coherence
  - Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years.
- Fluency
  - Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to practice core functions so they are more able to understand and manipulate more complex concepts.

Shift #2: Instruction Mathematics

- Deep Understanding
  - Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.
- Application
  - Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
- Intensity
  - The standards call equally for conceptual understanding, procedural skill and fluency, and application of mathematics. Meeting these standards requires intense practice.

Shift #2: Instruction ELA/Literacy

- PK-5: Balancing Informational & Literary Texts
  - Students read a true balance of informational and literary texts. At least 50% of what students read is informational.
- 6-12: Building Knowledge in the Disciplines
  - Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction.
- Staircase of Complexity
  - Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Shift #2: Instruction ELA/Literacy

- Text-Based Answers
  - Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Writing from Sources
  - Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts..
- Academic Vocabulary
  - By focusing on comprehension of pivotal words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts.

Shift #2: Instruction

Specialty Group Work Time

refer to questions in agenda

Source:

Shift #3: PARCC: Next Generation Assessments

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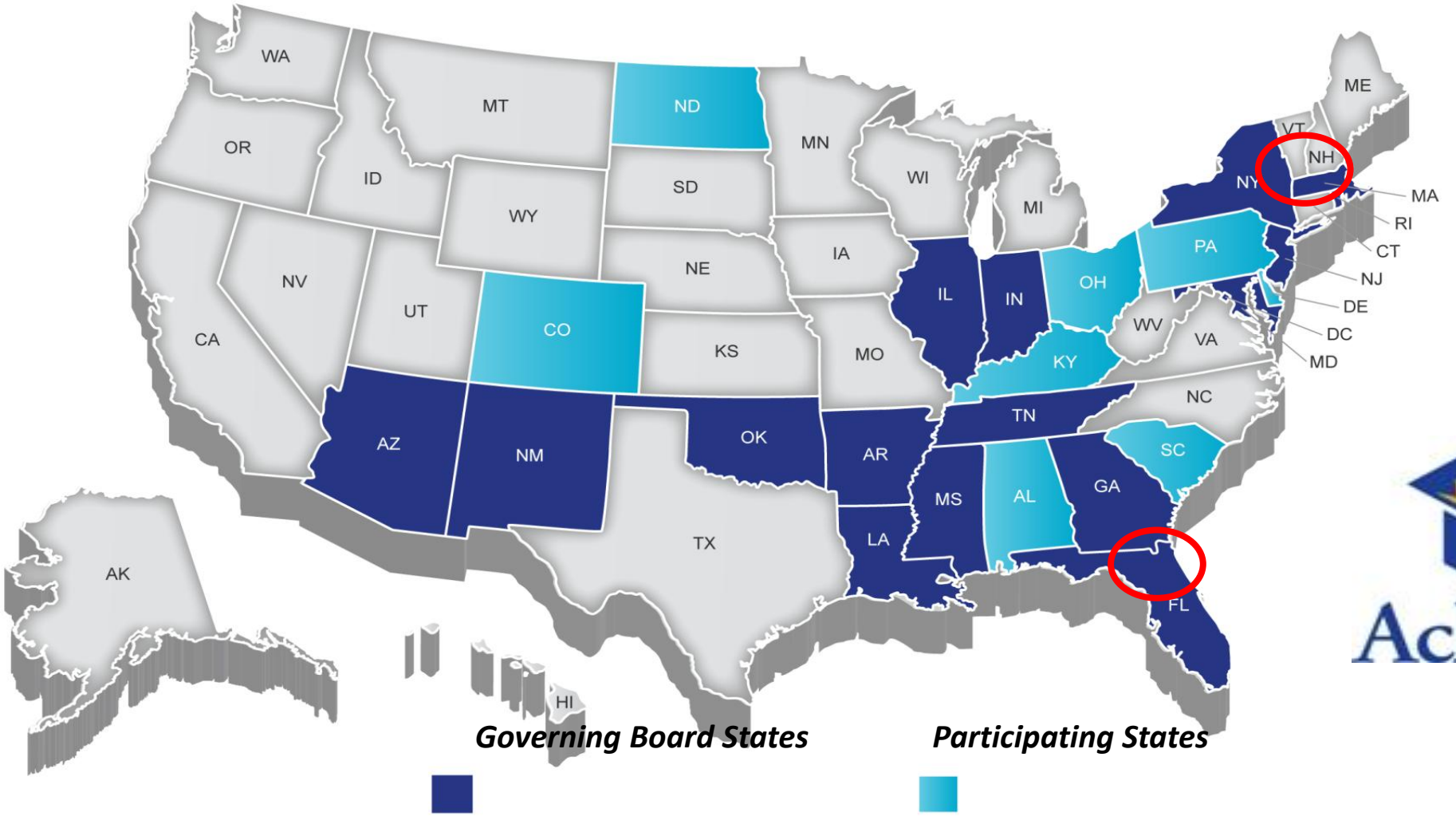
Partnership for Assessment of Readiness for College and Careers (PARCC)



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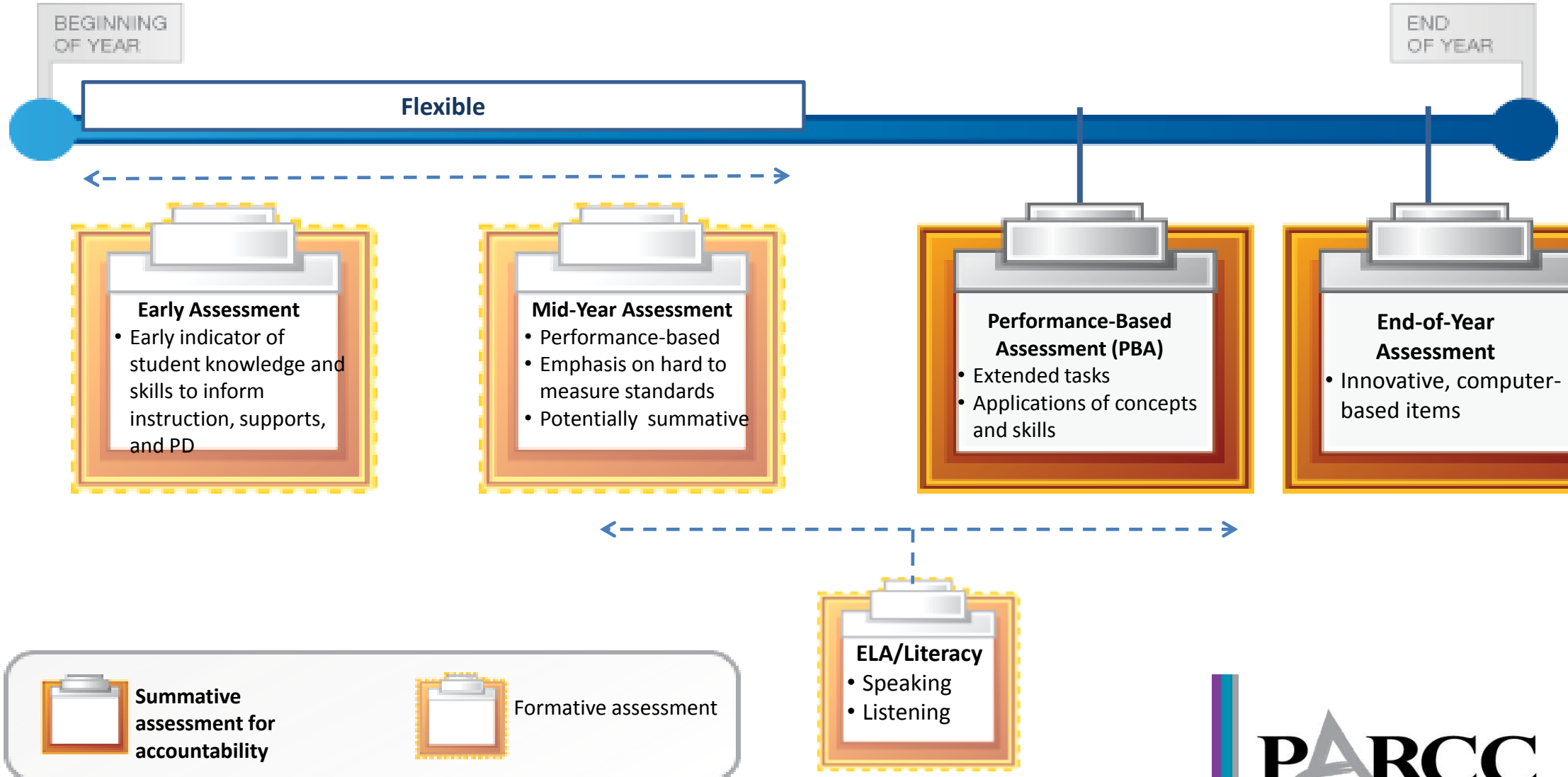
Create High-Quality Assessments



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Shift #3: Assessments

CURRENT ASSESSMENT SYSTEMS…	PARCC'S NEXT-GENERATION ASSESSMENT SYSTEM WILL…
• Include tests with **disconnected purposes** (e.g., instructional improvement vs. accountability vs. college admissions)	• Include multiple components in each grade in addition to end-of-year tests to produce a **more complete picture of student performance**
• **Are not challenging enough to measure college and career readiness** and therefore have no currency with higher education (or most students)	• **Provide a common measure of college and career readiness**, and will include a college-ready cut score to signal readiness for credit-bearing, college-level coursework that will be valued by postsecondary
• **Fail to generate information** for educators and students quickly enough or at all	• Leverage new technologies in assessment and reporting to get **timely and actionable student data to educators and parents**
• **Do not measure the full range of college- and career-ready knowledge and skills** (e.g., research, critical thinking, and collaboration)	• Include a range of item types that allow for the **assessment of higher-order skills** and measure the CCSS in full
• Are **widely inconsistent across states,** and impossible to compare	• Measure students' mastery of Common Core State Standards, and **mitigate challenges associated with student mobility** by ensuring students will have the same expectations wherever they live

Shift #3: Assessment

The Illustrative Mathematics Project

Grade/HS Conceptual Category: Function

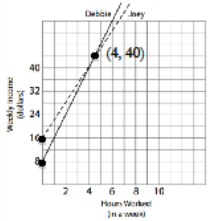
Domain: Building Functions

Cluster: Build a function that models a relationship between two quantities/Build new functions from existing functions

Content Standard: 1a. Determine an explicit expression, a recursive process, or steps for calculation from a context/ 3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative); find the value of k given graphs.

Standard for Mathematical Practice: 4. Model with mathematics/ 3. Construct viable arguments and critique the reasoning of others.

Debbie and Joey have decided to earn money during the summer. Each receives a weekly allowance and has also taken a job. The graphs model their weekly incomes, including allowance, as a function of the number of hours they work.



(a) Write an equation that can be used to calculate the amount of money each person Debbie will earn per week given the number of hours worked.

b) Write an equation that can be used to calculate the amount of money Joey will earn per week given the number of hours worked.

c) Joey wonders who will make more money in a week if they both work the same number of hours. Write an answer for Joey.

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Shift #3: Assessment

Specialty Group Work Time

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Comments and Questions?

"If we cannot learn wisdom from experience, it is hard to say where it is to be found."

—George Washington

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